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ABSTRACT

This paper reviews the Development of Howard University (District of Columbia) during the period 1967-1997 as the institution adapted to broad social, cultural, and intellectual changes shaping the country during this period. The study's conceptual framework followed Mysers' theory of the six stages of the education of Blacks, especially the enhancement stage, during which Black colleges must focus on enhancing educational offerings for this population to prevent complete integration of Blacks into predominantly white institutions and the demise of Black colleges. Principles of population ecology and life cycle development are also applied to the analysis. Specifically, the study examined curriculum change at Howard University during this period, the student profile during this period, governance and organization structure, and the institution's adaptation and adjustment to such changes as student unrest and the civil rights movement. The study concludes that Howard University successfully managed its development and adaptation during this period through such proactive changes as: a raising of admission requirements; on-going curriculum development; and the strategic merging of certain schools within the university. (Contains 35 references. (DB)

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How Did Howard University, One of the Leading Historically Black Colleges and Universities, Develop as an Academic Institution During the Period 1967 through 1997?

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ABSTRACT

On March 2, 1867 a bill enacted by Congress established Howard University named after one of its founders, General Oliver O. Howard. The initial mission of the university was to train Black teachers and ministers to guide and teach freed slaves and freedmen. The philosophy behind the establishment of Howard University was recognizing the need of Blacks. The need was to select a choice youth of the race and assimilate the principle of the culture so that they could pass it on to the masses. The process would result in a gateway by which new people would be able to enter into modern civilization.

One hundred years later (1967), Howard University felt a need to reflect upon its role in the preparation of educating Black minds for the future. The institution believed there was an obligation on its part to determine whether if it fulfilled the original goals and determined how to meet new demands.

This study focuses on thirty years of development for Howard University as an academic institution. An historical investigation will uncover the changes

in curriculum, faculty and student profile, governance and organization over the thirty- year period. The examination of how Howard University adapted to broad social, cultural and intellectual force (e.g., student unrest, civil rights movement) that was shaping United States higher education in this period.

Introduction

The education of Blacks in the United States has passed through six stages. The first stage, prohibition, 1860, was prior to the Civil War and had strict laws in southern states that prohibited the teachings of Blacks to read and write. After the Civil War the development stage, 1865-1875, occurred and represented a period of active development and promotion of education for Blacks. Segregation, 1876-1877, was a stage that provided Blacks equal though separate access to public accommodations, which included schools and colleges. The fourth stage, desegregation, 1877-1964, was a result of the Civil Rights Acts of the 1960's and opened doors once closed to Blacks at public schools and colleges. Enhancement, 1965-1986 represented a period of destructive impact on Black colleges taking a desegregation policy to logical extremes. For example, the shifting of Black students to traditionally white institutions and increasing the enrollment of white students at historically Black institutions would ultimately result in the merging or closing of several of these institutions. The final stage, integration, 1987-present emphasized the overall participation of Blacks in post secondary education and increased the enrollment of Blacks in undergraduate, graduate and professional schools (Myers, 1989).

This study focuses on the enhancement and integration stages of Howard University located in the District of Columbia from the period 1967 through 1997.

The study will examine how Howard University adapted to the broad social, cultural and intellectual force (e.g., student unrest and the civil rights movement) that was shaping United States higher education in this period and review some of the similarities that was other institutions were experiencing during the same period. An analysis of these broad forces will allow a better comprehension of the enhancement and integration period of historically Black colleges and universities. The timeframe of the study is significant, as it begins the one-hundredth celebration of the founding of Howard University in 1867. During its centenary celebration, the university reflected on its mission and made efforts to focus on the outlook of the university's future goals and objectives. The study ends in 1997 at a time when Howard University was again beginning a process of restructuring thus ending a thirty-year period of reform The newly inaugurated president of Howard University, Dr. H. Patrick Swygert, refers to 1997 as a time of transition to a new model that incorporates a major reorganization (Howard University Magazine, 1996, Spring). A very significant reason for the timeframe is there has not been an extensive study of Howard University after the first 100 years and this study would contribute to the continuing history of the institution.

The research concept is derived from the six stages of education of Blacks in the United States. Myers (1989) discusses the stages of prohibition, development, segregation, desegregation, enhancement, and integration. He also discusses how the enhancement period was a time when historically Black institutions were reviewing their curriculum in order to attract Black students from enrolling in traditionally white institutions.

Kim Cameron's (1984) article from *The Journal of Higher Education*, "Organization Adaptation and Higher Education" contributed in the discussion of Myers (1989) stages of enhancement and integration in relation to the four approaches of organization adaptation; strategic, symbolic, population ecology and life cycles. Cameron's review of organization adaptation was used in developing the conceptual framework.

Logan (1969) provides historical data that is intricate to the study. For example, it is important that the reader understand the initial purpose for the founding of Howard University and how the early vision in November 1866 was to serve as a seminary for the training of colored preachers to minister to Negroes. In December 1866, a second plan was initiated to establish a normal and theological institute for the education of colored teachers and preachers. (Logan, 1969). Finally, a dual mission of Howard University was established concentrating on the education of youths and Blacks.

Logan's research on the development of the mission statement reflects the founders concern to conceptually educate Blacks, and at the same time leave doors open for expansion. His research brings the history of Howard University up to 1967, which is the institution's one-hundredth anniversary and a time of reflection of the past and future plans. It is during this time that Howard University focused to broaden its goals to reach out in the fields of science, technology and research.

Thompson (1990) provides information that is important in understanding the role of private Black colleges in relation to the changing American society of

the sixties. Studies examined discuss faculty and student profile, governance, and the economic status of Black institutions that related to the enhancement period of Howard University. This was a period when Howard University was faced with a decision to reflect and focus more on national and global changes.

An address in 1985 by Dr. Christopher C. Fordham III, president of the University of North Carolina clearly provides information that discusses curriculum changes at a traditionally white institution. Changes like these were a result of desegregation of higher education. Meanwhile (Synnott, 1979) reveals interesting facts that led the researcher to conclude that the desegregation of higher education at Ivy Leagues institutions was limited as it was did not significantly increase Black or other minority enrollment. Although these institutions provided quality education, Black students chose to attend other institutions of lessor prestige because of social and cultural acceptance.

Rhodes (1979) provides additional insight on the development of graduate schools during the period of study for Howard University. Both Howard University and Jackson State University expanded their programs because of student interest (Logan, 1969, Rhodes, 1979). Spelman College another historically Black institution also had a need to expand its programs during this period (Manley, 1995).

In the late sixties Howard University and again in the eighties reorganized its administration. As the university enters the twenty-first century, it is again restructuring its organization. In the mid-seventies Jackson State University also restructured its administration (Rhodes, 1979). Both institutions'

restructure was necessary so that the needs and demands of the students were met.

Conceptual Framework

The study was based on the development and enhancement stages of historically Black institutions (Myers, 1989) focusing specifically on Howard University. The origin of the enhancement stage began with Attorney Herbert Reed and Charles Hamilton Houston Distinguished Professor of Law at Howard University (Myers, 1989). It was Attorney Reid who foresaw the destructive impact on Black colleges in taking desegration policy to logical extremes. He predicated that if historically Black colleges did not take a proactive role in enhancing the education at their institutions, the shifting of Blacks to white institutions and the increased enrollment of whites at Black institutions would be the demise of Black colleges.

The integration stage focused on recognizing that by the 1990's Blacks and other minorities would constitute up to forty percent of the United States population (Myers, 1989). Based on this data it was important for historically Black institutions to develop programs that would graduate students who would meet the growing demand of the population.

The study was designed to answer the following question; How did Howard University, one of the leading historically Black colleges and universities developed as an academic institution during the years 1967 through 1997 in the aftermath of the Civil Rights Movement and the passing of the Civil

Rights Bill. Both the Civil Rights Movement and the passing of the Civil Rights Bill in 1964 allowed Black students to enroll in predominately white instutitions. How did Howard University adapt to the challenge effectively though organization adaptation?

In answering the questions, the stages of enhancement and integration (Myers, 1989) were examined in relation to organization adaptation. Cameron's (1984) article provided a framework on organization adaptation and its four approaches and the impact of the stage enhancement and integration had in the development of Howard University as an academic institution.

Cameron (1984) defined adaptation as 'modifications and alterations in the organization or its components in order to adjust to changes in the external environment.' He discusses four approaches; strategic, symbolic, population ecology and life cycles as necessary elements for the future of higher education institutions (Cameron, 1984).

Each of the four approaches were used to review the following:

1. Curriculum change at Howard University from 1967 through 1997
2. Student and profile from 1967 through 1997
3. Governance and organization structure at Howard University from 1967 through 1997
4. Howard University's adaptation and adjustment to the social and economic changes such as student unrest and the Civil Rights Movement from 1967 through 1997

Based on the framework examined, the following variables were selected for data collection:

Framework	Variables

-Population ecology	general requirements applicants for admissions -# applicants -racial percentage -demographics
-Life cycles	leadership turnover SAT requirements
-Strategic	reorganization/structure
-Symbolic	student demonstrations national events Viet Nam Conflict Martin Luther King rise of Black awareness

Method of Analysis

In analyzing the development of Howard University during the period 1967 through 1997, a historical approach is presented. In using this approach, primary sources to authenticate the information was utilized.

In preparation for the historical approach, research was performed to obtain a concept of historical methodology. Several approaches were examined in an attempt to use the most appropriate methodology for the study. After reviewing intellectual history, demographic history, content analysis, pscholosociological, quantitation and several other historical methodologies discussed by Brundage (l997), it was evident that further review was needed. According to Trygne Tholfsen (l967), historical methodology provided information that demonstrated how a historical researcher takes different approaches and provides examples. He explained that the cause and effect of an event is an important aspect of historical methods. The historian must provide information that transcend time and place (Tholfsen, 1967).

The historian must be able to provide insights and concepts from other relevant sources (i.e. literature, philosophy, theology, social science, present experience) With this in mind, Chapter 8: Theories of Historical Knowledge, Chapter 9: The Historical Approach and Chapter 10: Historical Analysis in Tholfsen (l967) were studied extensively. The three chapters were relevant in understanding historical methodology as each provides clear examples and explanations of the approaches. The readings it was revealed that the period concept discussed by Tholfsen (l969) earlier plays an important role in historical thought whenever a researcher of history places an event or change in its time setting. From this information, it was concluded that using the cause and effect (i.e., placing the period studied in its perspective) along with change contributes

to Kim Cameron's framework of organization adaptation would best serve as the method of historical study.

Gottschalk refers to four questions (as cited by Cohen and Manion, 1994). The questions are 1) Where do the events take place? 2) Who are the people involved? 3) When do the events occur?; and, 4) What are the kinds of human activity?

The first question is clearly answered by Howard University's location in the District of Columbia. Second, the people involved are internal and external factors. Internal factors representing faculty, students, and governing boards of the university and external are represented by alumni, donors and political interests. The period 1967 through 1997 indicates when the events occurred. Finally the fourth question is linked to the second question, as study of the development of Howard University during 1967 through 1997 could not be conceivable without the involvement from internal and external factors.

Once all the data was collected and analyzed reassurance that both external (authenticity) and internal (accuracy) criticism was met. This was achieved through research in the archives at the Moorland-Spinard Research Center at Howard University. The next stage, the process of synthesis, analyzed the data in relation to the questions to reflect the events in the developments at Howard University during the time frame discussed.

Sources of Evidence

As previously indicated, there are two major sources for the study, secondary and primary. To reiterate, the secondary sources included books and studies by authors and researchers such as Rayford Logan, Samuel Myers, and Daniel Thompson. Magazines, journals and dissertations and dissertations abstracts were used. However, the main source was primary. Primary source was obtained from the campus of Howard University gathering research from its library archives, annual reports, The Howard University Alumni Magazine, student newspaper (The Hilltop), College Bulletins and Catalogues and studies from the Middle States Accreditation Association.

In examining Howard University and the effect of organization adaptation during the thirty-year period, it was relevant to examine if other colleges and universities throughout the nation had similar affects attributed to organization adaptation.

Population ecology was evident at the University of North Carolina as needs of the nation-affected curriculum and use of technology. The curriculum at the University of North Carolina did not have any emphasis on science, mathematics, and foreign languages or communications skills before the 1980's. During the period of 1967 through 1997, many of the national issues confronted the university. Turmoil and uncertainties of the nation affected university decisions. The college was criticized of not adequately preparing teachers, and admitting students of lessor academic quality. The same criticisms were expressed by the North Carolina public schools systems, as districts became very critical of the University of North Carolina for graduating teachers who lack

achievement and excellence (Fordham, 1986). In 1978 faculty revised the undergraduate curriculum based on a 3 year study (1978-1981) that implemented a new undergraduate curriculum in 1982 emphasizing mathematics, science, foreign language and communication skills (Fordham, 1986). In addition faculty became involved in assisting public secondary schools in addressing their needs of curriculum and discipline adjustments.

During the 1960's Georgetown University experienced differences among faculty on curriculum issues in regards to unity, order, coherence and a shared learning of Judeo-Christian tradition. Turf battles began among faculties on the type of curriculum best for the students at Georgetown University. (McFadden, 1990). For example, marches at the Pentagon and Department of Justice by Georgetown University and other students representing other colleges protesting the Vietnam War indicated that social issues were not uncommon among the campuses.

Georgetown University and colleges throughout the nation adapted changes that resulted in the number of required courses that expanded the advisory system, seminars and honors programs. Rudolph (as cited in McFadden, 1990) indicated that in some cases a change from five class courses per semester (5-5) to four per semester (4-6) or a 4-1-4 program to provide more depth and intensity was developed.

Institutions such as Brown University (Massachusetts), Stanford University (California), and Rutgers University (New Jersey) were pioneers in these changes. Geographical location was not a determining factor for student

unrest. Life cycles and population ecology occurred throughout the nation were causing symbolic reaction, as no institution was exempt.

In the early 1960's students and faculty at institutions like Harvard University, Yale University, Princeton University and, Georgetown University experienced minor changes. The Civil Rights Movement caused desegegration of higher education. Institutions that in previous years would not admit Blacks begin accepting students of color. As doors opened to Blacks and other minorities, institutions began competing for Black students. The percentage of Blacks at Harvard University during the sixties increased from 2 percent rose to 4 percent in 1968 and increased by 7 percent in 1969 (Synnott, 1979). Desegregation in higher education contributed to the class of 1975 as 109 of the pool of 407 Black applicants were admitted and 90 became matriculated (Synnott, 1990). Yale University did not begin admitting Blacks until 1964. In 1967, there were a total of 37 black applicants; 11 were admitted and 10 became matriculated. When Yale University became a coeducational institution in 1969 there were a total of 525 black applicants in the class of 1973. (Synnott, 1990).

The effect of a life cycle like integration caused Harvard University and Yale University to admit Black students in the mid sixties through mid seventies. Blacks were also being recruited by other institutions of lessor prestige and chose to attend these schools resulting in a decrease in enrollment at the more prestigious schools. Black students believed that the cultural differences experienced at the lessor prestige institutions provided them with some identity and culture experience. The educational advantages of Harvard and Yale

universities were offset by the threatening social aura in constrast to the black students' aura.

The Carnegie Foundation for the Advancement of Teaching (1977) discussed elements that effects a college curriculum (e.g., policy change, academic traditions, external and internal factors). These factors exhibited prime examples of organization adaptation using Cameron's' (1984) framework approach. Curriculum changes have been affected by organization adaptation since the early colonial colleges. According to Harada (1994), the changing needs of society have reflected the history of American undergraduate education. This is demonstrated with the early curriculum of training for religious purposes to preparation for the Industrial Period through research and technology developments.

Population Ecology

During the period 1967 through 1997 Howard University made significant changes in its cirrocumuli because of external and internal elements that were tied to organization adaptation. When the university opened its doors in 1867, the curriculum consisted of teaching of the classics, Latin and training for preachers (Logan, 1969). As the university grew, changes were made to adapt to population ecology. By 1967 broad curriculum and general education requirements became standard university policy. Faculty believed the needs of students as non-specialists were being overlooked and changes were necessary in the curriculum for students to be able to compete in the marketplace with graduates from other institutions.

The 1966-67 Annual Report of the College of Liberal Arts reported that the college had become increasingly aware of the impact of speculums and the staggering expansion of knowledge in the curriculum. The Report recommended that the goal of the curriculum programs should assist a student to acquire:

1) Basic intellectual style
2) Sense of literary style
3) Some understanding of the methods and approaches of sciences, humanities
4) Grasp of standards and sense of values
5) Awareness of importance of responsible citizenship
6) Ability to think for himself and act creatively

Revision of curriculum continued to reflect changes in population ecology. The Sputnik awareness resulted in a proposal for a science program for non-science majors as the nation's interest in the Space Program increased. Vincent J. Brown, dean of the school of Liberal Arts presented to Howard University's President, James E. Cheeks a proposal for the 1969-70 academic year outlining an integrated science course in the general education program. Students majoring in the Humanities and Social Science, majoring in elementary education were placed in an integrated science course. The course provided training in the content and methodology of science at the elementary school level (Annual Report, 1968-69). The comprehensive science programs were successful and continued throughout the 1970-71 academic year.

Beginning in the 1971-72 academic year, Howard University began combining cultivism of the mind and human experience to the curriculum. The efforts of social economics and financial resources caused problems of adequacy into the academic program (Annual Report, 1970-71). The university had to find ways to provide education for students to pursue careers in the declining economy. The following academic year, 1972-73, presented further issues as problems of employment and inflation, uncertainties concerning financial resources, adjustments involved in the ending of the VietnamWar and the making of peace further changed the population ecology. The changes in the population ecology encouraged strong liberal arts curriculum based upon intellectual growth and purpose for professional life. The course content presented clear recognition for the needs of the community and disadvantage periods. Undergraduate students at Howard University were encouraged to develop individualism by participation in college work-study, study abroad, community service and independent study. Upon completion of a self-study, Howard University made a significant change in the curriculum. Few students entered the university with inadequate academic backgrounds (Annual Report, 1973-74) and the need for basic academic courses diminished. During the next two years, students at Howard University became more critical of the quality of education they were receiving. They did not feel as though they were being challenged intellectually (Annual Report, 1975-76). Students complained of not having to produce in class and still receive an "A" at the end of the semester. Apparently this discontent was a wake up call for faculty. The 1977-78 Annual

Report of Howard University reports that faculty became more demanding of students. The previous years had caused students to become relaxed in their studies, but with the new academic attitude of faculty, students began to take their education seriously (Annual Report, 1977-78).

The university continued making changes to adapt to population ecology. By the 1991-92 academic year, Howard University experienced a phonemically technology advance (Annual Report, 1991-92). The experience was a result of massive growth of economic, political, and social problems facing America. Students attending Howard University were expected to use full range of their analytical, creative, and intellectual powers to address and solve the culture concern of the 1990's and 21st century. Howard University made sure students achieved this goal through technology and science, but also by providing students with a strong foundation of the humanities, social sciences, and natural sciences. Howard University did not compromise the intellectual dimension prestige disciplines components of the curriculum by allowing vocations to become dominance. The university continued to require its students to be knowledgeable in the disciplines.

Life Cycles

The first class of Howard University consisted of the nieces of General Oliver Howard, a daughter from a trustee and Black freedmen. The first class did not

have any specific admission requirements. One hundred years later (1967), the university was striving to develop a new and innovative approach to meet the basic commitment of the university. This commitment was to prove a post-secondary opportunity for students who did not have equal access to the educational and cultural resource of the nation (Annual Report, 1967-68). Based on the revamping of the commitment, actions were taken by the university to revise admission requirements. Students applying to the university were required to have an SAT verbal minimum score of 350. Students with SAT verbal scores below 350 would be admitted through regular admissions, but were required to have an exceptionally strong academic achievement and high math score. The revised admission standards were established because of the undesirable academic heterguinety of the student population, but most importantly comparison among other local institutions scores indicated that Howard University (210-770) was substantially below their scores (500-750) (Annual Report 1966-67).

The difference between the national mean and mean of Howard University's students enrolled in the School of Liberal Arts varied from 52 to 144 points during a seventeen-year period (1967-1984). Table A illustrates that in 1978 the difference between the national SAT mean and the average SAT mean at Howard University was below 100 points and decreased each year. In 1985 the SAT Total mean was only 2 points lower than the national mean. Based on the information an assumption can be made that concludes that the revised

requirements for entering students made a significant impact on the total SAT means.

In 1983, after a decade and a half, the standards of admissions were reviewed again. For over twenty years, entry into Howard University required a total minimum score of 700 on the SAT which represented; 350-Verbal and 350-Math (Annual Report 1983-84). Faculty recommended that applicants have minimum combined SAT scores of 800 and rank top 50 in science for acceptance to the 1984-85 academic year (Annual Report 1983-84). Students who did not meet the requirements were not admitted. The university's decision to eliminate deficiencies and medrocity was an attempt to achieve excellence leading in research and science. The changes resulted in a significant decrease in enrollment of male students. Table 2 illustrates how the minimum SAT 800 mean affected male enrollment during this period.

Life cycles such as desegregation in higher education effected the demographics and ethnicity of the student population at Howard University. Data from Table 3 illustrates that beginning with 1984-85 through to the 1987-88 academic year Black enrollment decreased. The decrease in enrollment is attributed to the migration of minority students to the traditional white colleges and universities. The change enrollment pattern symbolized the integration stage that Myers (1989) discussed. He explained how changes in admission the policy in traditional white colleges and universities opened doors to Blacks and other minorities who in the past were not considered for admission into schools such as Harvard University, Yale University, Princeton University and Georgetown

University. Howard University was not the only historically Black college or university affected as other historically Black colleges and universities (e.g., Central State University, Jackson State University) were experiencing similar decrease in their enrollment due to the shifting of Blacks to traditionally white institutions.

Table 3 also illustrates the period of 1988-93 and the trend of increase in Black enrollment at Howard University. Black students who in the mid-eighties were enrolling in the traditionally white institutions were returning to attend historically Black colleges. The exile from the white institutions was because Black students did not believe they were sociably accepted at these institutions and did not have an identity on the campus.

In 1997 entering students at Howard University had an SAT mean of 1007 in addition to strong academic qualities (Howard University Magazine 2000, Winter). The 1997 freshmen class at Howard University outstanding academic performance continued to increase as the average mean of the 1998 and 1999 was 1025 and 1050, respectively as shown in Table 3 (Howard University Magazine, 2000, Winter).

Strategic

For the first time, in 1967, Howard University had five alumni nominees selected by alumni votes. This was a result of a recommendation by the Alumni Council and legislation enacted by the Board of Trustee. Prior to the new ruling only the Board could select any one of the nominees with the highest number of

votes, but the change provided alumni with control of their representation as the alumni membership was determined by the highest amount of votes elected by alumni (Howard Magazine, 1966, October). This was a significant change as it gave alumni more power in determining their trustee members and would enable them to have someone who was representative of the alumnus. The selection continued for thirty years and remains as the current policy.

The Board regulations did not allow any person 70 years or older to be selected. If a member reached 70 while in term, their term expired automatically at the end of the academic year. The president was the only full-time employee who could serve on the Board. Members who missed an unexcused meeting were automatically dropped from the Board.

As years past very few changes has occurred. However in 1989 the vacancy of the president's position as a result of the resignation of Dr. James E. Cheeks, required the appointment of a new president. The Board of Trustees selected Franklyn Jenifer, a graduate of Howard University as president. The university immediately began to see changes in its enrollment pattern. Dr. Jenifer believed the university should increase its already growing population of white students. This increase of white enrollment resulted in a decrease in the Black student population. Students either chose not to attend an institution that they always perceived to be one of the leading historically Black institutions or they were bumped out of an admission slot due to SAT and academic scores.

In addition the change in student population, faculty were being laid off due to economic factors. Many alumni, faculty and administrators began to have

serious doubt over the leadership of Dr. Jenifer. An institution that once was the capstone of Black higher education was facing numerous financial and enrollment concerns. After four years, the Board of Trustees recommended the resignation of Dr. Jenifer. He was forced to resign under fire because of the criticisms for this handling of financial issues at Howard University and his troubled relation with faculty (Mercer, 1996).

In 1995, H. Patrick Swygert became president of Howard University. A former graduate of the university, his candidacy was considered in 1989, but the Board of Trustees selected Dr. Jenifer (Mercer, 1996).

In addition to restoring campus morale, the new president revealed a plan implemented in the 1997 academic year that would cut costs for the university by $2 million. Mr. Swygert's plan called for redirecting the university's 16 schools to 12 and merging several programs (Howard Magazine, Winter 2000, Jet, 1996, May).

The strategic framework created a core curriculum based on the College of Arts and Sciences for all undergraduates. The consolidation of schools and colleges would merge the College of Fine Arts with the College of Arts and Sciences. The College of Pharmacy and Pharmaceutical Sciences, the College of Nursing, and the College of Allied Health Sciences became the College of Pharmacy, Nursing, and Allied Health Sciences. The School of Engineering and the School of Architecture and Planning was merged with an enhanced computer education program and became the College of Engineering, Architecture and Computer Science (Howard Magazine, 2000,Winter).

The objective of the strategic framework was to provide a change in the university's life by implementing improvements in the quality and academic prominence of students. Students were not the only persons affected in the reorganization of Howard University. The restructuring and savings provided faculty with more incentive to stay informed of new research, instructional methods, and techniques. This included adjustment of professors' course loads to balance instruction and research. In addition compensation plans were develop to supplement salaries with income from grants (Howard Magazine, 2000, Winter).

The third stage in the framework was to increase support from private industry. Partnership with government agencies and corporate industry was established which improved fundraising at the university. An example of this is a gift to Howard University in 1996 from the National Center for Research Resource in the amount of $10.9 million (Howard Magazine, 2000,Winter)

The final stage was the redevelopment of the surrounding community, LeDroit Park. An University Community Association was established in 1996 and together with a community revitalization partner, mortgage under Fannie Mae, $24 million was spent to renovate university property located in the neighborhood and develop other surrounding areas (Howard Magazine, 2000, Winter). People in the community, university employees, and government employees have been able to purchase homes below market value.

President Swygert has indicated that he is not finish with the reorganization of Howard University. Realizing the university must continue to

make changes due to organization adaptation and his strong will to protect the history of Howard University, he is currently planning a second strategic framework. It is this kind of foresight that will allow Howard University to continue to develop academically and remain one of the leading historically Black institutions.

Symbolic

In the spring of 1967, students at Howard University began to demonstrate on campus, similar to activities of students across the nation. Students at Howard University wanted improvements and changes in certain administrative practices and facilities policies. Specifically those demands were: 1) elimination of compulsory Reserve Officer Training Corps (ROTC) courses for freshmen and sophomore male students and the reversal in the university's decision to sanction a campus chapter for a militant civil rights groups and sanction partisan political activists on campus. Earlier in the 1966-67 academic year similar demonstrations were held demanding: 1) voluntary ROTC, 2) atlethic grant-in- aid, 3) drinking on campus, and; 4) abolishment of senior comprehension exams. Non-student leaders and non-affiliates of Howard University led these demonstrations and naturally this concerned university officials, but no action taken.

Initially 10-25 students held demonstrations during a period when classes were not in session. Several hundred on lookers attended the demonstration.

Student leaders announced that boycotting of classes would continued unless the following demands were met by the administration:

1. Dismissal of charges for students charged for disrupting Hershey* program
2. Decision to dismiss or deny promotion based on performance and not on political activity
3. Policy statement on campus that demonstrations be repealed
4. Abolishment of compulsory ROTC
5. Pardon for students participating in political activities for the academic year 1966-67

(Howard UniversityAlumni Magazine, 1967 July)

The demands were not met and students demonstrators boycotted classes on May 6, 1967. In addition to main campus demonstrators, other schools and divisions joined the demonstration in support of the boycott. The mass demonstration resulted in 60 percent or 2460 of the study body in the School of Liberal Arts being affected. The College of Pharmacy, School of Medicine and Dentistry with a combined enrollment of 1,027 did not have any demonstrators participating in the demonstration. However the following schools were affected. Graduate School, 5% decrease in enrollment of 984, School of Social Work, 1.5% decrease in enrollment of 222, School of Engineering and Architecture

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* March 21, 1967 Lt. General Lewis B Hershey, director of Selective Service spoke at Howard University's Crampton Auditorium on Selective Service

28% decrease in total enrollment of 680 (Howard University Alumni Magazine, July, 1967).

Officials finally agreed to some of the demands after the report of four fires on campus May 26, 1967. The results appeared to represent the demands of the earlier demonstrators and the more recent demands. Student Judiciary established a Code of Conduct, which was responsible to develop and learn techniques in the field of discipline. The Code would provide a set of rules for disciplinary actions that would be part of the process for action. The limited program of grants- in-aid for althetics was reinstated in September 1967. Graduates and advanced professional students upon approval of their perspective dean were allowed to consume alcoholic beverages with presence of a facilitator (Howard University Alumni Magazine, 1967, July).

It appeared that none of the current issues were discussed (e.g., voluntary ROTC, dismissal of charges for student demonstrators, non-action on faculty due to political activity) which would appear to be crucial points. However, the demonstrators were successful in the resignation of President Nasbitt despite this announcement that campus unrest had no influence in his decision to resign. Although his announcement was in 1967, President Nasbritt continued his term until 1969 (Howard University Alumni Magazine 1967, July).

As the nation began its second century amiss turmoil and unrest on campuses, Howard University's students continued to protest. On March 16,1968, a demonstration in support of 39 students who received disciplinary action on charges of desecrating the American flag, destroying university

property and disruption of the March 1st Charter Day was held (Howard University Alumni Magazine, 1968 May).

Student leaders led a rally in support of the 39 students and staged a sit-in until all charges were dismissed. A total of 700 students remained in the administration building overnight prohibiting university officials and administrators from entering the building. After three days of the sit-in, the university closed and sent students home. The Student Government Association of Howard University and students from the law schools of George Washington University and American University placed an injunction for the university to re-open the law school.

The 1968 demonstrators demands included; 1) dropping the charges against the 39 students, 2) modifying the curriculum to meet the needs of the Black community; and, 3) removal of President Nasbritt.

The demands were not immediate met, but at the May 8, 1968 Board of Trustees Meetings the following was passed:

1. approval to establish procedure in each of the schools and colleges to obtain student reaction and recommendation regarding the curriculum

2. proposal for deans and department heads to be appointed only after consultation with members of faculty

3. endorsement principle for some form of representation in the University Senators for faculty members without tenure

4. establishment of policy for due and timely notice to faculty members who are not recommended for re-appointment

5. approval of new judiciary system to handle disciples matters (Howard University Alumni Magazine Spring Special Issue, 1968, October)

Finally in the spring of 1969, President Nasbitt left the office of president. The February 2 boycott by the students from the College of Medicine led to his final departure. This boycott lasted 22-days and included students from the School of Law, the College of Liberal Arts and Fine Arts. Students on campus occupied Locke Hall and the Office of the President (Howard University Alumni Magazine, 1968, October).

It was during this period of turmoil on the campus at Howard University that the Vietnam War was at peak. The nation was mourning the assassination of Black Civil Rights Activist, Dr. Martin Luther King. The turmoil in the nation separated the campus into two fractions comprised of intellectuals, teachers and deans. This particular fraction demanded that the university become the Harvard of Black education. On the other hand another fraction believed Howard University should become more relevant to the needs of Black people, especially with the surrounding community (H-book, 1975-76). The two fractions caused a separation in the university's community.

In the fall of 1970, students at Howard University full of energy with community and political awareness along with students from Federal City College, and Georgetown traveled to Alabama. The intent was to increase the political awareness of Blacks living in Alabama. Ten to twelve hours a day was spent encouraging people to vote for the nation Democratic Party.*

* Since Howard University received allocations from the U.S. Congress, funds for the trip could not be obtained from federal funds. Students had to raise money for the trip.

Student's political activism did not end upon the return from Alabama. As the Vietnam War was nearing an end administrators and alumni joined students and lobbied on capital Hill. This time Howard University was a stake. A proposal was on the floor to change the administration jurisdiction for Howard University from the House of representative Education Committee to the House District of Columbia Committee. If passed the change would limit the national and international scope of the university making it a municipal oriented institution (H-Book, 1974-75). The proposal was dropped due to participation of 500 students, administrators, and faculty who lobbied on Capital Hill. The demonstration was very effective as the two fractions of the university put aside their differences to save the university and preserve its history.

Conclusion

The changing socioeconomic and environment of the 1970's and the 1980's led to organization change in higher education. Institutions realized that in order to survive it was necessary to respond to the changes in environment, whether internal or external. Prior to the 1970's limited studies on organization adaptation were available, however, liberal organizations like higher education institutions were adapting to environmental changes throughout their history. Liberal arts colleges have been adapting to social changes for over three hundred years (Jonsen, 1984).

Howard University is an example of how organization adaptation effected its development during the period 1967 through 1997. Population

ecology and life cycles played a major role in this development. The demands of the nation to compete globally were responsible for admission policies and curriculum changes. Institutions across the nation were raising their SAT and other admission requirements to assure admittance of students who were academically challenge. Howard University realized the necessity of this change if it was to remain one of the leading historically Black institutions. Therefore in 1967 policy was established to raise its admission requirement (Annual Report, 1968).

The change in curriculum at Howard University during the thirty-year period was the result of external elements relating to both population ecology and life cycles. Cameron (1984) explains these adaptations as means for survival that are necessary to be compatible with the environment. This survival is evident in the history of Howard University. When other historically Black colleges and universities were closing their doors or merging with other institutions, Howard University continued to adapt to changes in the environment and follow a life cycle pattern of development. For example, the comprehensive science program in the 1969-70 academic year was established when the Russian Sputnik sparked the nation interest in the Space Program.

Howard University successful development from 1967 through 1997 was because it followed a life cycle pattern of development. According to Cameron (1984) adaptation is a result of an organization acquiring characteristic of the next cycle stage. He continues to explain that each new stage solves issues encountered in the prior stage, but generates issues that encourage development

of further life cycles. Howard University was able to foresee these characteristics and adapt accordingly.

The university realized that in order for it to continue to survive and keep pace with the changing environment, it was necessary to assure students and faculty that they would be able to fit into the changing society. Therefore students and faculty at Howard University were able to conform to the changes.

Sometimes change is hard to accept, as when President Swygert's strategic framework required the merging of certain schools. Members of the Faculty Senate complained that few people were included in the design and President Swygert should have allowed discussion and feedback. Others questioned the merging of the College of Allied Health Sciences with the College of Pharmacy indicating that the College of Allied Health Sciences presently had to turn students away due to overcrowding. The merger would only add to the problem (Mercer, 1996).

In using the strategic approach, the president implemented a revolutionary method of change. This approach is emphasized by Miller and Fresin (as cited in Cameron, 1984) who argued that former strategies, structures, goals, political affiliations beliefs contribute to the momentum of an organization. They continued, explaining that in order for any type of adaptation to occur a major adjustment of the organization much also take place. The revolutionary method of change exhibited by President Swygert seemed to be appropriate as his plan continues to advance Howard University. The

university's organization adaptation was very effective in the academic continuing development of Howard University.

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TABLE 1

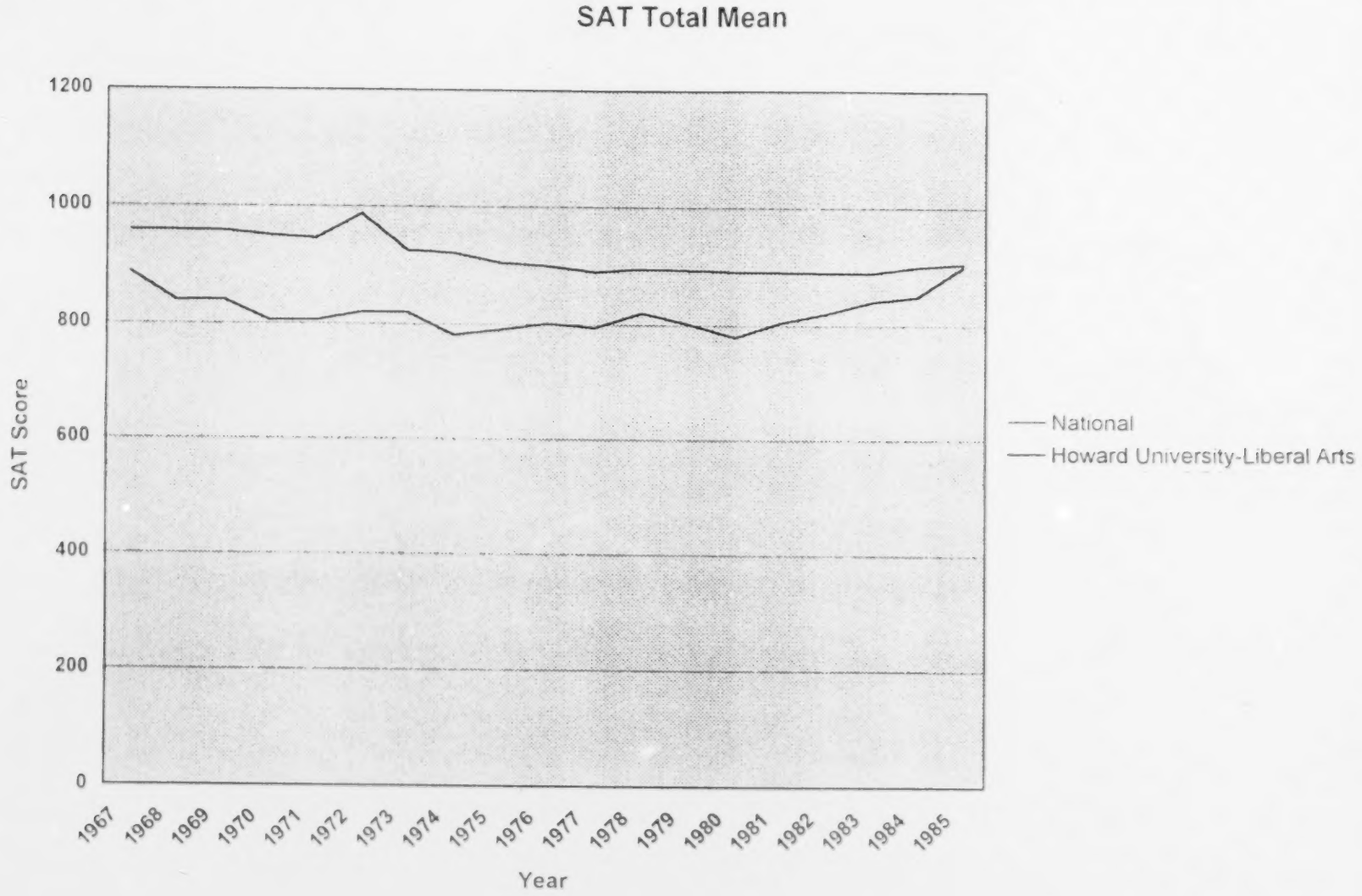
SAT Total Mean
1200
1000
800
600
400
200
0
SAT Score
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976
1977
1978
1979
1980
1981
1982
1983
1984
1985
Year
National
Howard University-Liberal Arts

TABLE 2

Total Number of Freshman Students Enrolled in College of Liberal Arts (1967-1997)

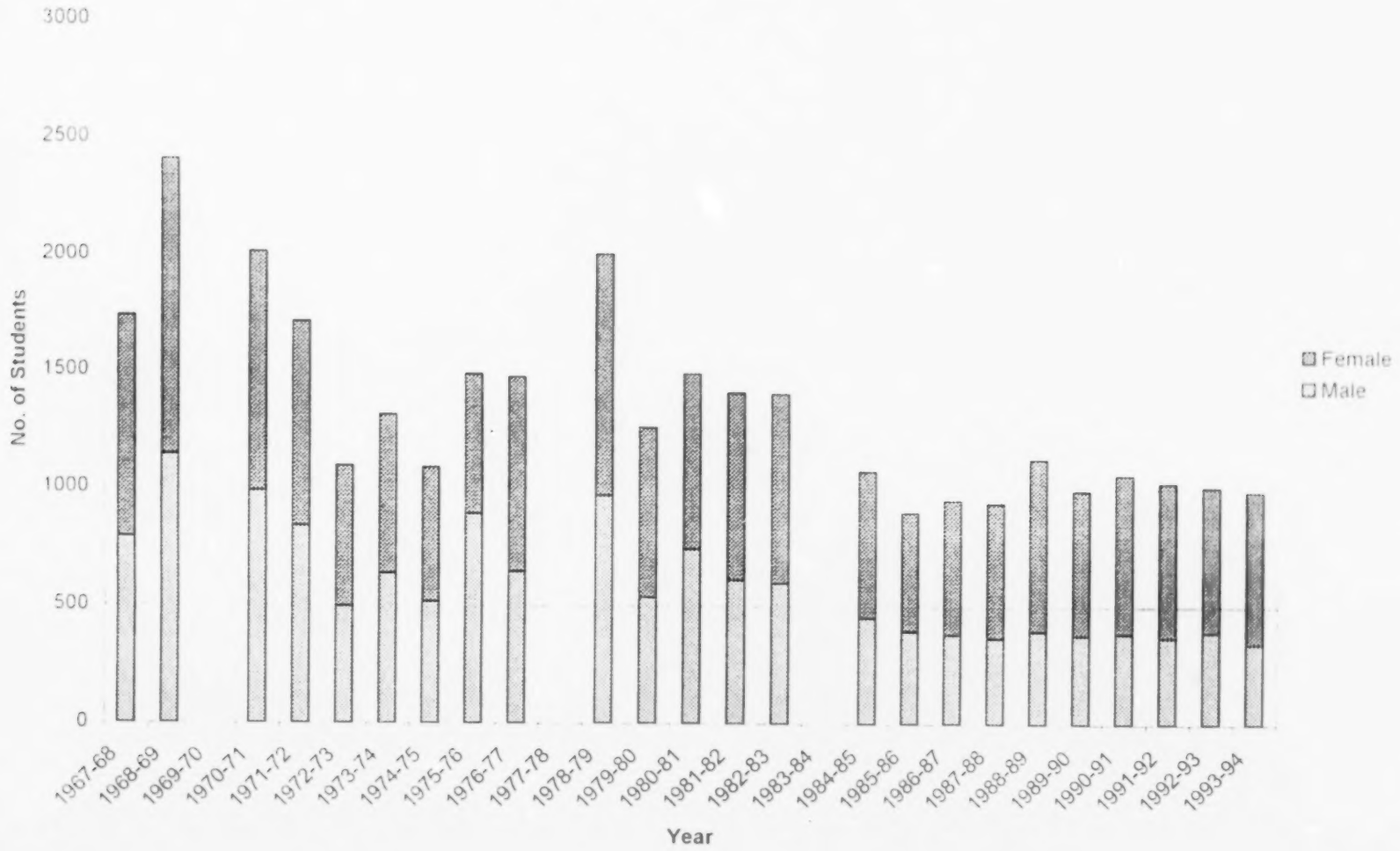

TABLE 3

SAT Mean: Howard University

1997: 1007

1998: 1025

1999: 1050

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